Level 5
Term 4
Week 1
Day 1

Lesson Plan

Objective: To teach how to divide the fractions

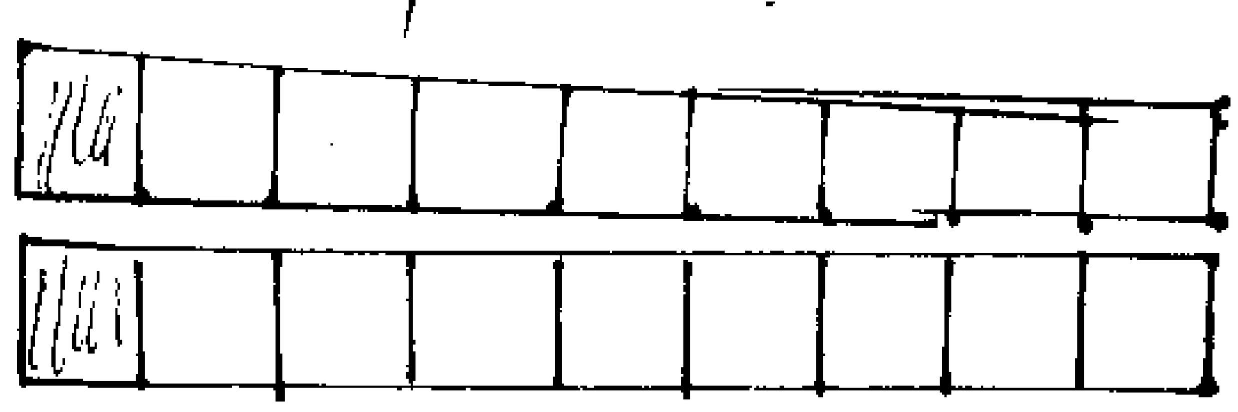
Activity: Dividing fractions

Material: Papers, a chart on which fractions with the explanation are drawn (see the procedure), notebooks, pencils

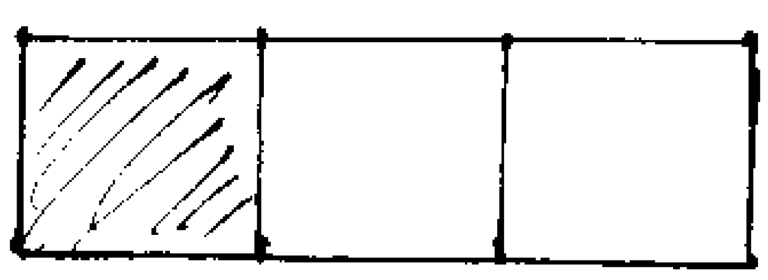
Procedure:

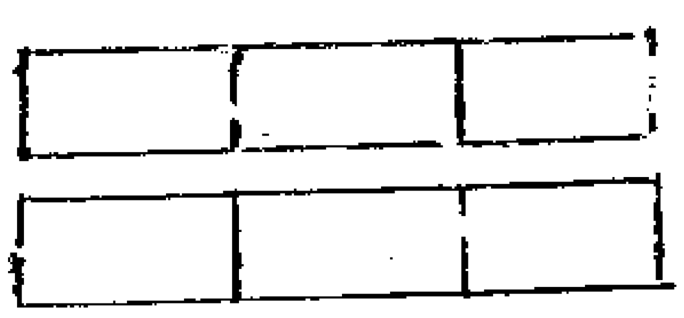
Warm up: Ask these questions to check the previous knowledge about division of fractions.

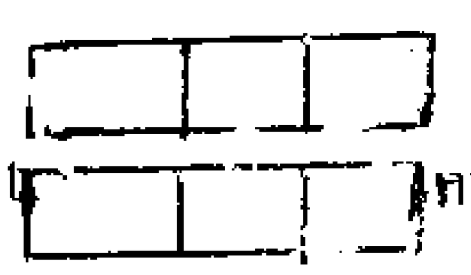
- 2÷1/9 how many ninths make two wholes 18



- 2÷1/9 = 2x9/1 = 18
- What is the reciprocal of 1/9? (9/1)
- What is the reciprocal of 2 1/2? (2 1/2 = 5/2 reciprocal = 2/5)
- 1/3 ÷ 2 means divide 1/3 into 2 = ?

lanation: We have 1/3  now we have to divide this

nto two equally. So when we will divide  1/3 into 2.

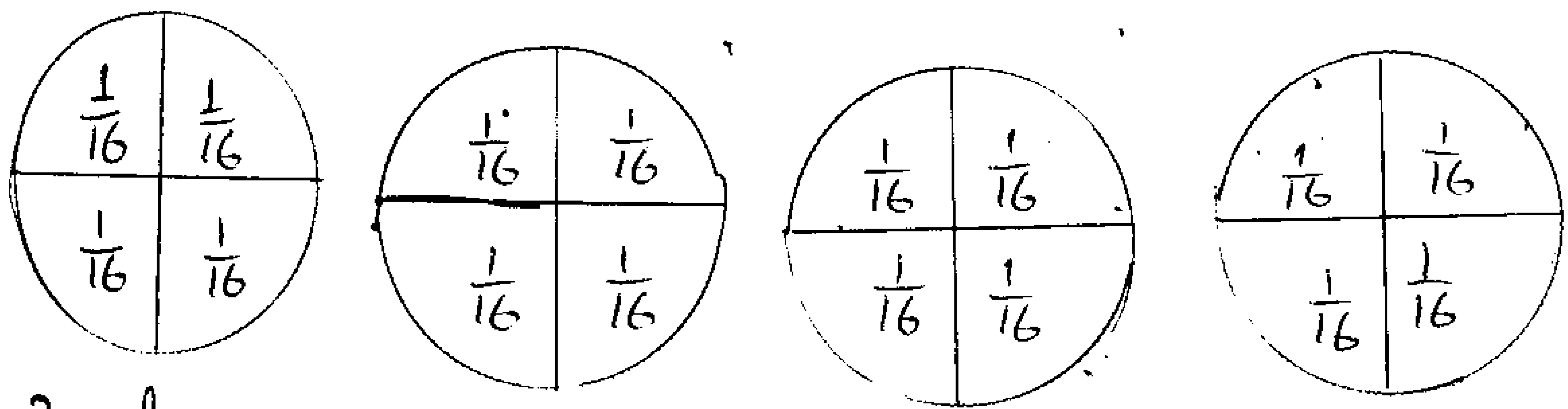
fraction we will get  means each whole will get 1/6.

can do this easily by 1/3÷2/1 = 1/3 x 1/2 (reciprocal of 2/1 = 1/2)
= 1/6

Write $\frac{3}{4} \div 4$ on the board.
and solve it with the help of students.

$$\frac{3}{4} \div \frac{4}{1} = \frac{3}{4} \times \frac{1}{4} = \frac{3 \times 1}{4 \times 4} = \frac{3}{16}$$

Teacher will also use these diagrams during the explanation



$\frac{3}{4}$ of one whole equals $\frac{3}{16}$ of 4 wholes.

n:- When we divide a fraction by a whole number we turn our whole number into its reciprocal and multiply instead of dividing.

ity:- . Make groups.
- Give them papers.
- Give 2 questions to each group to solve them like above.

lasswork:- Exercise A (Question (6–10) Page 76.
Exercise A (Question (6–10) page 77.

work:- Exercise A Question 1–5 Page 76
Exercise B Question 1–5 Page 76.

Level 5 **Term 4** **Week 1** **Day 2**	**Lesson Plan**

Objective: To teach dividing a fraction by fraction.

Activity: Written work .

Material: Notebooks, pencils

Procedure:

Warm up:

- Reciprocal of 1/2 =
- 2/3 ÷ 2 =
- 4/5 ÷ 10 =
- 5/6 ÷ 4 =
- 1/2 ÷ 1/3 =

Explanation:

1/2 ÷ 1/3

[There is (1) 1/3 and a 1/2 of 1/3 in a 1/2}

So it means there are 3/2 in 1/2. We can do it by simple way (by using the division by a fraction)

1/2 ÷ 1/3
= 1/2 x 3/1 (reciprocal of 1/3 = 3/1)
= 3/2 (improper fraction)
=1 1/2 Answer

Explain some more examples of division by a fraction rule.

Class work: Exercise B (Questions 1 – 5) and Exercise C (page 7)

Some selected questions from exercise A, B page 78

(First explain a 10½÷5 type questions)

Homework: Complete the class work if it is left.

Note: Teacher teaches also changing a fraction in the simplest form and in a mixed number.

Level 5
Term 4
Week 1
Day 3

Lesson Plan

Objective: To practice some more division of fraction.

Activity: Written work

Material: Notebooks, pencils.

Procedure:

Warm up:

- $10\ 2/5 \div 3\ 1/3 = ?$
- $2/3 \div 1/2$ means how many times?
- $5/6 \div 1 = ?$
- $1 \div 5/6 = ?$ Then teacher will show a picture of cake and ask students about (Ali's cake).

Ali has baked a cake. and he does not want to divide the cake into equal shares.

He plans to keep $\frac{1}{2}$ for himself and divide the other $\frac{1}{2}$ between Ayesha, Hira, Zainab and Faryal.

How much of the whole cake will each of them receive?

Now explain that we will use 'division with fraction' rule to find out.

4 family members share $\frac{1}{2}$ of cake.

So each family member gets $\frac{1}{2} \div 4 = \frac{1}{2} \div \frac{4}{1}$

$$= \frac{1}{2} \times \frac{1}{4} = \frac{1 \times 1}{2 \times 4} = \frac{1}{8}$$

Each family member (other than Ali) gets $\frac{1}{8}$ of the cake.

xplain some more examples and also explain the
anging it in simplest form.
.W:- Exercise A page 80.

W:- Exercise C page 78.

Level 5
Term 4
Week 1
Day 4

Lesson Plan

Objective: To give the concept of simplification with fractions.

Activity: Written work

Material: Notebooks, pencils

Procedure:

Warm up:

- 1/2 x 3 =? 1/2 ÷ 3 =?
  1/2 x 2/3 =? 1/3 ÷ 2/3 =?

- Can you solve 1/2 + 2/3 , 1/2 – 2/3

Explanation: Explain 1/2 + 2/3 like,
Steps of solution

- For addition and subtraction, we need same denominations.
- Make them the same
- Addition
- Simplest form if needed
- For subtraction & addition we need same denominations.
    - Subtraction
    - Same denominations
    - Simplest for if needed
    - Mixed number if needed.
- Explain a question from exercise A.

Class work: Exercise A, page 81

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Lesson Plan

jective: To teach simplification with fractions.

ctivity: Written work

ifferent types of brackets on board and explain
Round brackets first of all we solve this portion.
{ } then the portion in double brackets,
[ ] last. the portion inside square brackets.

n explain with an example.

$\left\{4\frac{1}{2}+\left(5\frac{1}{3}\div 2\right)\right\}-1\frac{1}{2}$

$\left(5\frac{1}{3}\div\frac{2}{1}\right)=\frac{16}{3}\times\frac{1}{2}=\frac{8}{3}=2\frac{2}{3}$

2 $\left\{4\frac{1}{2}+2\frac{2}{3}=6+\left(\frac{1}{2}+\frac{2}{3}\right)\right.$

$=6+\left(\frac{3}{6}+\frac{4}{6}=\frac{7}{6}\right)$

$=6+1\frac{1}{6}$

$=7\frac{1}{6}$

3 $\left(7\frac{1}{6}-1\frac{1}{6}\right)=\frac{43}{6}-\frac{3}{2}$

$=\frac{43}{6}-\frac{9}{6}$

$=\frac{34}{6}=\frac{17}{3}=5\frac{2}{3}$ Ans give some more examples.

:- Exercise B, page 81

- Assessment of fraction.

Level 5 Term 4 Week 2 Day 1	Lesson Plan

Assessment
(Questions will be decided by teacher)

Level 5 **Term 4** **Week 2** **Day 2**	**Lesson Plan**

Objective: Review decimal fraction

Activity: Solving questions on charts.

Material: Chart papers, color, pencils.

Procedure:

Warm up Questions:

- How will we write these fraction
  in decimal form
  1. $\frac{1}{100} = ?$
  2. $\frac{3}{1000} = ?$
  3. $\frac{4}{10} = ?$
  and so on.
- Tell as decimal 1 3/1000, 8 9/100, 7 35/1000, 18 3/10
- What is the place value of:

Thousand	Hundred	Tens	Unit		10 thousand	100 thousand	1000 thousand
1	3	4	5	.	2	7	9

Decimal point

- Place value of 1 =
- Place value of 3 =
- Place value of 4 =
- Place value of 5 =
- Place value of 2 =
- Place value of 7 =
- Place value of 9 =

- Change into common fraction
  - 12.95, 2.9
  - Add 487.118 + 214.042
  - Subtract 690.40 – 532.25
    - Practice these questions and explain if needed.

- Draw the table and say. we can easily make them like decimals by adding zeros.

H	T	U	.	t	h	th
	4	2	.	3	0	0
1	1	8	.	6	1	0
		4	.	9	9	3

Adding Zeros

- All three numbers are now written to 3 decimal points.
- All three numbers are now like decimals.

Class work: Exercise B and C page 85

Homework: Page 85

Level 5
Term 4
Week 2
Day 3

Lesson Plan

Objective: To give the concept of decimal place

Activity: Written work

Material: Notebooks, pencils

Procedure:

Warm up: Call some students in front of the class to solve these questions:

- 45.12 + 4.01 + 12.49 =
- 99.99 – 13.76 =
- 24.53 + 12.49 =
- 24.52 – 12.49 =

Write these numbers and ask:

- 42.3
- 118.61
- 4.993
    - How many numbers are there after decimal point? (1)
    - How many numbers are there now after decimal point? (2)
    - How many numbers are there now after decimal points? (3)
- It means each number has a different number of digits after decimal point.

Explain:

- If there is different number of digits after a decimal point, it is called a different number of decimal places (d.p)
  (Write different number of decimal places) on the board)
- Decimals with different numbers of d.p are called unlike decimals (write unlike decimals under different numbers of decimal places)

Activity:

- Ask the blanks orally
- Make 3 groups
- Give a chart to each group
- Give activity 1 page 82 to group A, activity 2 to group B and activity 3 to group C.
- After completing activity, let all the groups to exchange there activities to check each other's work.
- Paste these charts in the class.

Home work: Exercise E, page 83

Level 5 **Term 4** **Week 2** **Day 4**	**Lesson Plan**

Objective: To teach multiplication of decimal

Activity: Written work

Material: Notebooks, pencils

Procedure:

Warm up: Call some students to solve these questions on the board.

- 24 x 23
- 102 x 24

Explanation: Now teacher will explain as given below.

In all the sums we multiplied or divided our decimal number by a whole number. And our answer came out with the same number of decimal places (d.p.) as our dividend.

Let's see why that is so

Let's take this simple multiplication:

$$1.9 \times 18$$

We'll first rewrite our decimal number as a common fraction, and then multiply to get our answer:

$$1.9 \times 18 = 1\frac{9}{10} \times 18$$

$$= \frac{19}{10} \times \frac{18}{1}$$

denominator = 10

$$= \frac{342}{10}$$

$$= 34.2$$

Our multiplicand, 1.9, has only one d.p. Our quotient, 34.2, also has one d.p.

Make pairs and give them som questions for practice fromp#8 and explain if needed.

W:- Exercise A
P# 86.

W:- Remaining questions from Exercise A P#86

Level 5
Term 4
Week 2
Day 5

Lesson Plan

Objective: To teach the division of decimals.

Activity: Written work

Material: Notebooks, Pencils

Procedure:

Warm up: Call some students to solve these questions on the board.

- 221340 ÷ 68
- 861421 ÷ 11

Explanation: Teacher will explain as given below.

Multiplying and dividing decimals is simple, provided we remember to place our decimal point correctly:

```
 174.62 x      → 2 d.p.
     28          so we
 -------         place our
 1396.96         decimal
 3492.40         point here
 -------
 4889.36
```

```
       112.64
 24 ) 2703.36    → 2 d.p.
      24           so we
      --           place our
       30          decimal
       24          point here
       --
        63
        48
        --
        153
        144
        ---
         96
         96
         --
         ..
```

Write some questions on the board for practice and explain if needed. During this take a round.

1:- Exercise B P#86.

- Remaining work + Assessment of P#85, 86.

Level 5
Term 4
Week 3
Day 2

Lesson Plan

Objective: To teach division by division sum

Activity: Written work

Material: Notebooks, pencils

Procedure: Call students to solve this question on the board.

16.8÷3

Explain: We can solve it by another way called division sum

16.8÷3 = 16 8/10 ÷ 3
= 1.68/10 ÷ 3/1
= 168/10 x 1/3
= 56/10
= 5.6 Answer

Explain some more examples.

Class work: Exercise C page 87

Homework: Exercise B page 87

Level 5
Term 4
Week 3
Day 3

Lesson Plan

Objective: To teach multiplication of decimal number by fraction method.

Activity: Written work

Material: Notebook, pencils

Procedure:

Warm up: Call some students to solve these questions 48 x 10, 4.8 x 10, 5.65 x 10, 56.5 x 10

And ask other ss to solve same questions on the ~~blank~~ pages.

Class work: Exercise B (Page #86)

Homework: Exercise A (Page #86.

Level 5
Term 4
Week 3
Day 4

Lesson Plan

Objective: To teach multiplication of decimals by 10 and its multiples.

Activity: Written work

Material: Books, pencils.

Procedure:

Warm up: Call some students to solve on the board
5.3 x 100, 1.9 x 1000, 0.08 x 1000

Explanation:



Here's a helpful rule to remember when you multiply a decimal number by 10 or its multiples:

Count how ***many zeros*** in your multiplier, then shift your multiplicand the same number of columns to the left:

			2	.	8	x 10	**one** zero, so move multiplicand **one** column to left (decimal point one column to right)
	=	2	8	.	0		
			2	.	8	x 100	**two** zeros, so move multiplicand **two** columns to left (decimal point two columns to right)
=	2	8	0	.	0		
			2	.	8	x 1000	**three** zeros, so move multiplicand **three** columns to left (decimal point three columns to right)
2	8	0	0	.	0		

Also
→ Write this explanation on a chart and paste in the class.

- Give them some questions for practice.

C.W:- Exercise A, B P-# 89.

Level 5
Term 4 **Lesson Plan**
Week 3
Day 5

Objective: Students will be able to solve the questions of exercise C, D page 89

Activity: Written work

Activity: Notebooks, pencils

Procedure:

Warm up:

4 x 5 = 3 x 6 = 4 x ? = 20 ? x 6 = 18

3.9 x ? = 39.0

Explanation:

- Make groups
- Paste previous days chart on the board, ask students to look at the chart, discuss it in groups to find the solution of 3.9 x ? = 39.0
- Teacher explain it if needed. (See the explanation on page 90 for it)

Class work: Exercise C, questions (1 – 3)
Exercise D,

Homework: Exercise C, questions (4 and 5)

Assessment prepare (page 86 – 89)

Level 5
Term 4
Week 4
Day 1

Lesson Plan

Assessment

Level 5 Term 4 Week 4 Day 2	**Lesson Plan**

Objective: More practice and to explain more about division and multiplication.

Activity: Written work

Material: Notebooks, pencils

Procedure: Write 3.18 ÷ 10; Call a student to solve it.

Explain:

- We can do this without division method. (See explanation of page 90 countdown 5)
- Write 0.5 x 1.7 and ask a student to solve it.

Explanation 2: We can do it easily:
See the example of exercise C page 91

Class work: Exercise B, question 1, 2, 5 page 90
Exercise C, questions 2, 3, 5 page 90
Exercise C, questions 1, 2, 4 page 91

Homework: Exercise A, page 90

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Lesson Plan

jective: Practice and more work on multiplication

vity: Written work

rial: Notebooks, pencils

dure: See the explanation of page 92

work: Exercise A (questions 1, 3 and 5)
Exercise B (Questions 1, 2 and 3), page 92

work: Exercise C page 92

Level 5
Term 4
Week 4
Day 4

Lesson Plan

Objective: To teach multiplication of decimal number (with 3 decimal points)

Activity: Written work

Material: notebooks, pencils

Procedure: Write 3.8 x 2.34 and ask a student to solve it.

Explanation: See page 93 for explanation (countdown 5).

Class work: Exercise A, question (1 – 4)
Exercise B, questions (1 – 3) (Page 93)

Level 5 Term 4 Week 4 Day 5	**Lesson Plan**

Objective: To teach multiplication of decimal numbers by the shortcut

\ctivity: Written work

laterial: Notebooks, pencils

ocedure: For warm up ask a question from exercise A, page 94

lanation: Sec all explanation on page 94 (countdown 5)

work: Exercise B page 94.

vork: Assessment topic multiplication and division decimals.

Level 5
Term 4
Week 5
Day 1

Lesson Plan

Assessment

Level 5 **Term 4** **Week 5** **Day 2**	**Lesson Plan**

Objective: To teach dividing by a decimal

- Number by changing divisors into whole numbers
- By multiplying divided by the equivalent amount.

Activity: Written work

Material: Notebooks, pencils.

Procedure: See the explanation and examples of exercise on page 96 (countdown 5)

Class work: Exercise B, questions 1, 2 and 3
Exercise C, questions 1 and 3, page 96

Homework: Exercise A, page 96.

Level 5 **Term 4** **Week 5** **Day 3**	**Lesson Plan**

Objective: To work more on division decimals

Activity: written work

Material: Notebooks

Procedure:

Warm up: Write a number 0.64÷0.8 and ask students to solve this question on the board.

Explanation: See explanation of page 97 for explanation.

Class work: Exercise A page 97.

Level 5
Term 4
Week 5
Day 4

Lesson Plan

Objective: Students will be able to change a common fraction into decimal fraction

Activity: Written work

Material: Notebooks, pencils

Procedure:

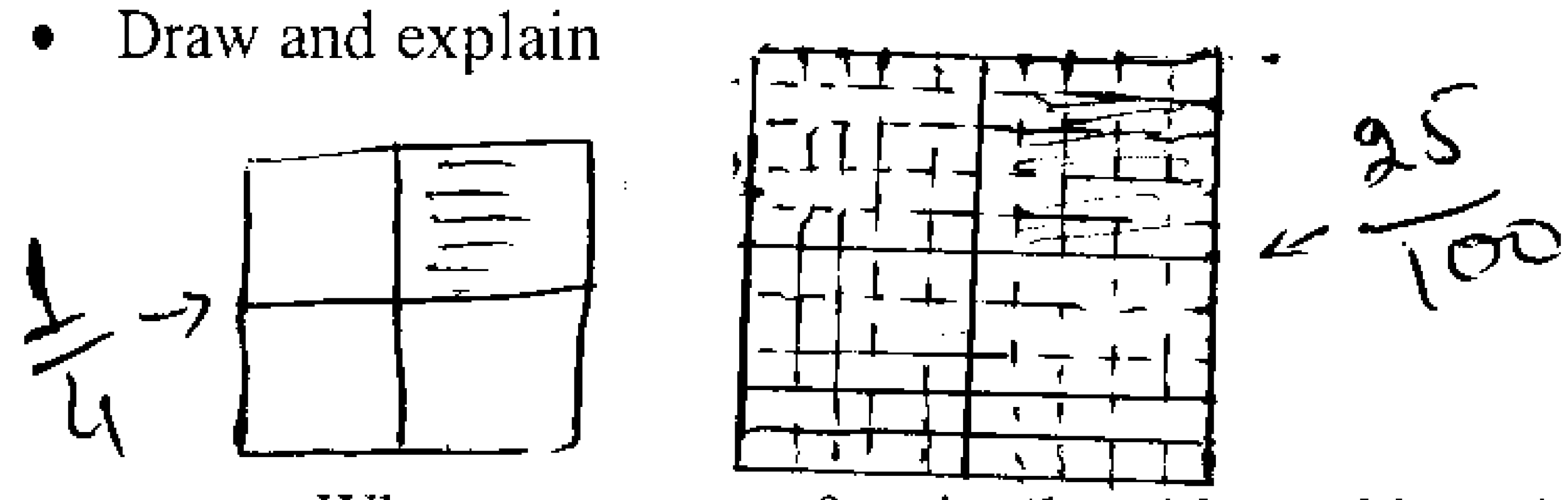
Warm up:

- Write 2/10 and ask students to change it into decimal.

  10) 20 (.2
  20
  x x

  0·2

- Write 1/4 and ask to change it into decimal now.
- Draw and explain



  - When a common fraction has 10 or 100 etc in denominator, it can be made a decimal.
  - So first make 4 equitant to 10
  - 10 is not the multiple of 4 so take 100.
  - When we will multiply 4 with 25 then we will get $\frac{1}{4} \times \frac{25}{25} = \frac{25}{100}$
  - Then for writing this in decimals we will divide 25 by 100
  - 0·25 is Ans.

We can do it by another way (See explanation of page 98 in countdown 5)

100) 250 (0·25
200
x 500
500
x x x

Class work: Exercise A, questions 1, 2 and 3
Exercise B, questions 1, 3, 4 and 5, page 98

Homework: Exercise A, questions 4 and 5
Exercise B, question 2

Level 5 Term 4 Week 5 Day 5	**Lesson Plan**

Objective: Students will be able to simplify decimal fractions using brackets and by DMAS rule.

Activity: Written work

Material: Notebooks, pencils

Procedure:

Warm up questions:

- $6.8 \times 0.14 =$
- $0.08 + 2.4 =$
- $0.95 \div 0.05 =$
- $2.4 - 1.72 =$

Explanation: See page 32, 99 in countdown 5

Class work: Exercise C on books
Exercise A in notebooks, questions 1, 2 and 3
Exercise B in notebooks, questions 1, 2 and 3 page 99

Homework: Exercise A, question 4 and 5
Exercise B, questions 4, 5 and 6
: Assessment "decimal fractions prepare page 98, 99"

Level 5 Term 4 Week 6 Day 1	**Lesson Plan**

Assessment

Level 5 **Term 4** **Week 6** **Day 2**	**Lesson Plan**

Objective: Students will be able to round off the numbers nearest to the whole.

Activity: Written work

Material: Notebooks, pencils

Procedure:

Warm up:

- Round off to the nearest 10: 126 335, 324,991
- Round off to the nearest 100: 1,149 ; 8550 ; 4394
- Round off to the nearest whole number: 11.4

planation: See the explanation on page 100.

ss work: Exercise B, and C page 100.

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Lesson Plan

)bjective: Students will be able to round off to the nearest 1 decimal point.

ıctivity: Written work

Vlaterial: Notebooks, pencils

'rocedure:

Warm up:

- Round off these numbers to the nearest whole number: 5.9, 6.5, 22.3, 79.1
- Can you round off this number to one place of decimal? 2.67

Explanation: See the explanation on page 101 in countdown 5

Class work: Exercise A, B and C (Some selected questions on page 101)

Homework: Exercise D, Questions 1, 5 and 6
Exercise E, questions 4 and 5, page 101

Level 5
Term 4 **Lesson Plan**
Week 6
Day 4

Objective: Students will be able to round off decimals to 2 decimal points.

Activity: Written work

Material: Notebooks, pencils

Procedure:
Warm up question:

- Round off to the nearest whole numbers
  - 5.9, 6.5, 22.3, 79.1
- Round off to the one place of decimal point
  - 4.12, 6.76, 12.05, 17.99
- Can you round off to 2 decimal points?
  - 7.025

Explanation: See the explanation on page 102 (count down 5)

Class work: Exercise B, page 102

Homework: Exercise A, page 102

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Week 6
Day 5

Lesson Plan

Objective: To give the concept of percentage.

Activity: Finding equivalent fractions with denominator 100.

Material: Cutout of all 10 fractions with colored parts as shown on page 103.

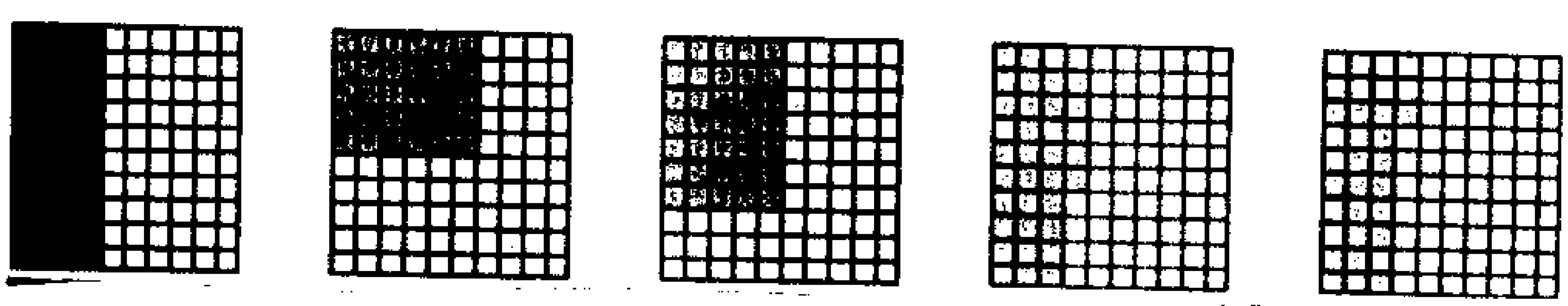
rocedure:

Warm up:

- Paste these cutouts and say students to tell these fractions, teacher note what do the students tell:



  - = 2/5, =3/10, = 7/20, = 19/50, = 33/100
- Ask students to arrange these cutouts in ascending order. (Students will find it difficult)
- Ask why it is difficult to arrange them in ascending order?
- Explain: It is difficult because these are unlike fractions. There are fractions with different denominators. So we have to make the denominators same. Make more squares to make the denominators same. Make 100 squares in each.
- Paste these cutouts according to above shown fraction equivalent to each.



- Under 2/5 = 20/100, Under 3/10 = 30/100,
- Under 7/20 = 35/100 Under 19/50 = 36/100, Under 33/100 = 33/100
- Now 2/5, 3/10, 7/20, 19/50, 33/100 are 20/100, 30/100, 35/100, 36/100 and 33/100
- These fractions has same denominators, we can easily arrange them.
- We have found another thing that is 20/100 is equivalent of 2/5, 30/100 is equivalent of 3/10 and so on.

- We can do this by multiplying same number with nominator and denominators like 15/20 what should be multiplied with 20 to make it 100? (100÷20 = 5) so multiply 5 with nominator and denominator. 15/20 x 5/5 = 75/100 (write 7/10, 21/20, 3/50 7, 1/2 and 29/50. ask students to find their equivalents with denominators 100)
- Make groups and make students practice finding equivalents with denominators 100.
- Paste the cutting on a chart in a sequence that 40/100 come under the 2/5, 3/100 come under the 3/10 and so on.

CLASS WORK:- Exercise A, B (Page 104)

HOMEWORK:- Exercise A Q (1, 2, 3) (Page 105)

Level 5
Term 4 **Lesson Plan**
Week 7
Day 1

Objective: To give the concept of percentage.

Activity: Written work

Material: Cut outs as shown in procedure, notebooks, pencils

Procedure:

Warm up:

- Paste these cutouts on the board.

- Ask:
  - What are these fractions?
    - 15/100, 44/100, 50/100
  - What thing is common in these fractions?
    - These fractions have common denominators.
  - What are the denominators?
    - 100

Explain:

- The fractions having the denominator 100 are called percentage. (Write percentage on the board)
- We can write 15 percent instead of 15/100, 44 percent instead of 44/100 like,
  - 2/10 = 20/100 = 20 percent
  - 3/25 = 12/100 = 12 percent
  - 1/8 = 12½/100 = 12½ percent
- Sometimes we use a symbol of percentage which looks like this %, For example
  - 2/10 = 20/100 = 20 percent = 20%

ass work: Exercise B, questions 1, 2 and 3

Exercise C and D, page 107

Explanation

Written work / solution

)mework: Exercise A

Exercise B page 107

.evel 5 **'erm 4** **Week 7** **)ay 2**	**Lesson Plan**

Objective: To tell use of percentage

Activity: Written work

Material: Notebooks, pencils.

Procedure:

Warm up:

- 1/9 of 100 =?
- 2/7 of 100 =?
- 5/9 of 100 =?
- 5/9 =? %

Warm-Up:
You have to choose a job and an apartment out of the newspaper, the classifieds, internet or any source where an opening for a job can be posted. (At this point, you should have done this part weeks ago)

If you have not found a job or an apartment, your hourly wage will be $5.45 an hour (realistic - likely to happen) and your rent will be $400.00 if you choose to share an apartment and $800.00 if you choose to live alone (know that the amount required for this project for your rent is very unrealistic -- not likely to happen)?

'o Now:
etermine your monthly budget by
) First determine your salary for a day (depending on how many days you are going to work per ay. No more than 10 hours per day.
) Determine your salary per week by multiplying your daily salary by the numbers of days you ıan to work per week.
) Lastly determine how much money you would make in a month.

esson:
Vhat is 20% of your monthly income? Subtract the 20% value from you monthly income? The)% represents the taxes you must pay every time you get paid.
aking a Budget
ake a list of items, things or necessities that you would need each month
ıen determine how much each item would cost and add the cost to your list
ake sure that all of your items in your list must add up to your total monthly net income

sing Percents
:xpress each of your items in your budget as a percent of your total monthly income (the same /ay that you did for Eli's budget on page 63 in the "Measuring Up" workbook)
/ou must show that you can convert , which means you start off with a fraction, then a decimal, then finally you arrive at a percent value, all of which must be shown in your work.

Technology
Using percents to create a pie graph in Microsoft Excel
1) First enter the name or title of each category - Column A (adjust the column)
2) Enter plus sign then fraction value to represent the percent for each category in column b next to the title (adjust the columns)
3) Highlight Column B, go to format, click on percentages, and change the decimal amount to 2 decimal places
4) Then click on the icon for graphs, choose pie graph
5) Click next, and then type in the name of your pie graph
6) Then save your pie graph, and the copy it
7) Go to Microsoft word and paste your pie graph
8) Type and answer the following questions underneath the picture of your pie graph:

Questions:
What percentage of your monthly budget was not spent on clothes and entertainment?
Did you have enough money in your budget to start a savings account? If so how much money do you get to save each month?
Based on your monthly budget how long would it take you to save $5,000?
The largest percentage of your money was spent on which category?
What would you do to change your expenses or income each month?

Class work:

Exercise A, Questions 1, 3 and 5, Exercise B, questions 1, 3 and 5 page 109
Exercise B, questions 2, 5 and 6 page 108
Exercise C page 108

Level 5
Term 4
Week 7
Day 3

Lesson Plan

Objective: To give the concept of average.

Activity: written work

Material: Notebooks, pencils

Procedure:

Warm up: Ask students,

- In a match Inzaman scored 10 in one over, 16 in 2^{nd} over 11 in 3^{rd} over and 18 in 4^{th} over, what is his run rate per over?

Explanation: For finding this, do the following,

- Add the given score = 10+16+12+18 = 56
- What is the number of given over = 4
- Run rate per over = 56/4 = 14
  - The answer (run rate) we found is called average.
- Similarly for finding the average of following numbers
  - 12, 6, 21, 13 we have to do the following
  - Total = 12+6+21+13 = 52
  - Addenda = 4
  - Average = 52/4 = 52÷4 = 13

Procedure:

Brain Teaser: Have the students pick three consecutive numbers. Have the students add them together They will then tell you the number. The teacher then divides this number by three, and knows that the student's numbers were the number before, the number found by dividing by three, and the next consecutive number.

Lesson: Have the students get with a partner and practice averages by adding the ages of their family members and then dividing by the number of family members. They can also figure out the divisors of three by the brain teaser. The rule is if the digits in the number added can by divided by three, then that number is divisible by three.

Class Work : Exercise: A & B page 111

Homework : Exercise A page 112.

evel 5
Term 4
Week 7
Day . 4

Lesson Plan

Objective: Students will be able to find the profit and loss, profit and loss percent.

ctivity: Written work

Material: notebooks, pencils

Procedure:

Warm up: As prices of if a buy a pencil of rupee 4 and sell it at rupees 6

- What is its cost price?
- What is its sell price?
- What did I get extra?
- Is it profit or a loss?
- What did you do for finding profit or loss?

Explain: See all the explanations page 114 and 115 (countdown 5)

lass work: Exercise B, questions 1 – 4, page 114
Exercise A, questions 1 – 4, page 114
Exercise B, questions 1 – 4, page 114

Iomework: Exercise A, page 114
Exercise B, questions 5 and 6, page 114
Exercise A, question 5 and 6, page 115

Level 5
Term 4
Week 7
Day 5

Lesson Plan

Objective: To give the concept of interest.

Activity: Written work

Material: Notebooks, pencils.

Procedure:

Warm up:

- What will be the profit of cost price= Rs 25 and sale price= Rs 35, what will be the profit %.
- What will be the loss if cost price = Rs 35 and sale price 25, what will be the loss %
- Suppose! A person 'A' wants 50 rupees for buying something. He goes to a shopkeeper and asks for 50 rupees (borrow). The shop keeper says, "I will give you but you have to give me 60 rupees back as a return. So, when 'A' will give 60 rupees back to the shop keeper which extra money will the shop keeper get? (10 rupees)
- What name should we give to these 10 rupees?

Explain: This type of profit is called interest. It is taken mostly in banks.

Explanation: See all the explanation given on page 117 (countdown 5)

Class work: Give some questions from page 117 in the class work so that students should have the concept of interest.

Level 5 **Term 4** **Week 8** **Day : 1**	**Lesson Plan**

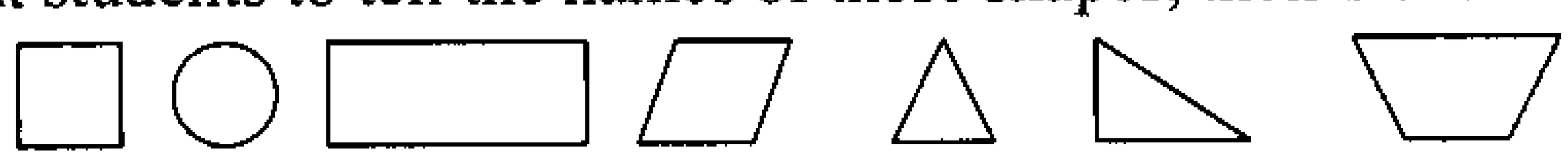
Objective: To check student's previous knowledge about quadrilaterals.

Activity: Written work

Material: Books, pencils.

Procedure:

- Draw these sides on the boards.
- Ask students to tell the names of these shapes, their sides and angles etc.



- Draw different lines on the board ask students to measure these lines.
- Draw some angles and ask students to measure them. (Give some explanation if needed) Explain exercise B page 130.

Class work: Exercise A and B, page 130

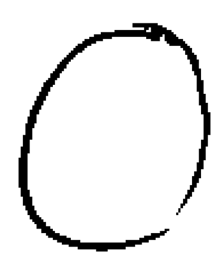
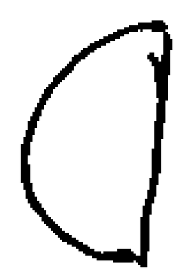
Homework:
Exercise A,C page 131.

Level 5
Term 4 **Lesson Plan**
Week 8
Day 2

Objective: To give the concept of radius, diameter and circumference of a circle.

Activity: Doing work on circles

Material: Books, pencils

Procedure: Draw a  and  and ask,

- The names of these shapes.
- Difference in these shapes.

Explanation: See page 135 and 137

Class work: Give some questions from pages 136 and same from 138.

Homework: Exercise A, page 138.

Level 5
Term 4
Week 8
Day 3

Lesson Plan

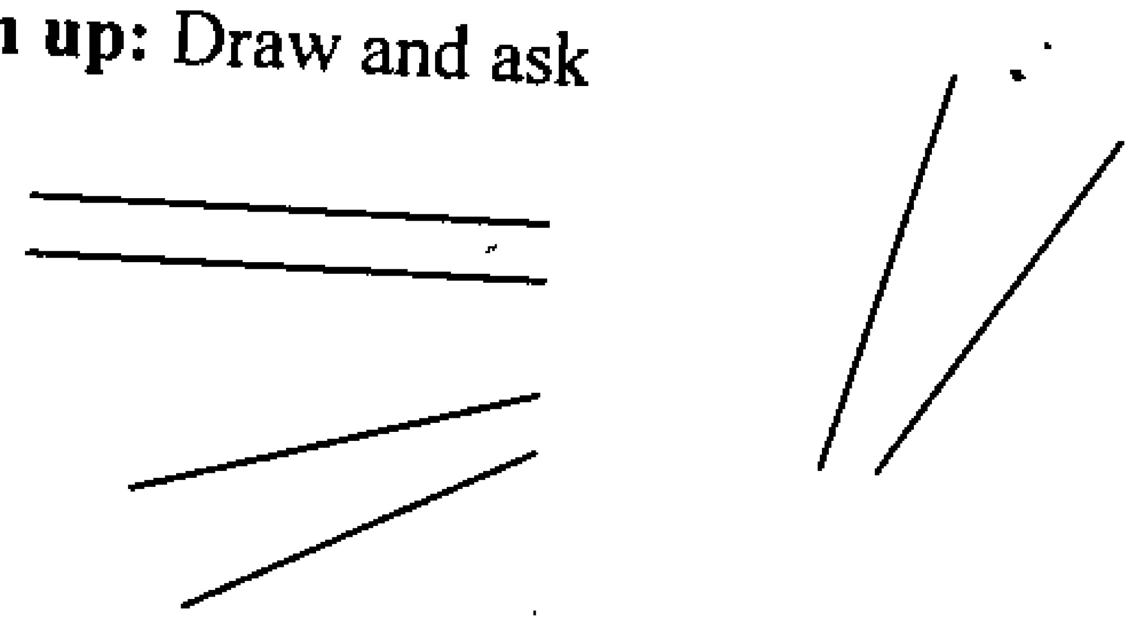
Objective: Students will learn now about circle, and parallel lines.

Activity: Drawing

Material: Books, pencils

Procedure:

Warm up: Draw and ask



- Name the pairs of lines which are parallel.
Which pair of lines is not parallel?
Which thing tells you that the pair is parallel or not?

ation: See explanation on page 139 (countdown 5)

Make three groups
Give exercise A to group A, exercise B to group B and Exercise C to group C.
Give a chart to each group to solve the given exercise on the given chart.
At the end gives 5 minutes to each group to present their work in the class.
Paste these charts in the class.